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Revised June 2020

Mission and Values

Growing Together

Realizing Potential

Making a Difference!

_____At SPLASH Child Enrichment Centre, we strive to create and maintain a community that promotes personal growth, health and safety. Our values reflect this belief, and guide our actions and our relationships with the children in our care, their families/care-givers and co-workers.

COLLABORATION We recognize and use the unique strengths and contributions of all team members, children, families, and our community partners. We recognize the power of the group to achieve results beyond that possible by individual members working alone.

ACCEPTANCE We provide friendly, welcoming and supportive environments where we are attentive to individual needs. We create an environment where children can feel love and respect and have an opportunity to develop positive self-esteem.

RESPECT We honour the dignity of the whole person in our interactions with each individual. We welcome diversity in thought, culture, and tradition that individuals bring, believing it strengthens our collective whole.

EXCELLENCE We commit to high quality, coordinated, care and services that are innovative, accountable and continually improving. We commit to staff development and continual learning through personal and professional educational opportunities. We will respond to the needs of children, their families and communities.

SAFETY We provide a safe and healthy environment for children, staff, and families. We create an environment where children can feel physically and psychologically safe and secure in order to realize their potential, and develop a sense of wellbeing and belonging.

The Splash Child Enrichment Centre Pledge

Growing Together, Realizing Potential, Making a Difference!

Ages

12 weeks to 2 years: infant program

2 years to 5 years: preschool program

Number of children

8 infants and 40 preschoolers

Number of Staff

12 to 14

Administrators

Director: Mrs. Lesley Massey

Site Supervisor: Ms. Jillian Jennings

Contact Information

Phone: 582-3299

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Email: splash@splashcares.ca

Website: www.splashcares.ca

Hours of Operation

7:30 AM - 4:30 PM - Monday to Friday

Revised June 2020

S.P.L.A.S.H. Child Enrichment Centre Policy Manual

HISTORY

S.P.L.A.S.H. Child Enrichment Centre was incorporated April 29, 1985 as a non-profit facility. A group of parents wanted to provide adult supervision for school-age children. A parent board was set up to lay out the initial guidelines and program policy. In 2002 a journey with “the partners” began and the North End Wellness centre took shape. We began our plans to open the Splash Child Enrichment Centre. The road to reality took 7 years. Splash Enrichment Centre opened its doors in the summer of 2009. We now have both sites so that parents who wish to start the journey with us at 12 weeks and stay until their child is 12 years old.

S.P.L.A.S.H. Child Enrichment Centre is a provincially licensed day care for children ages 12 weeks to 5 years. Curriculum and care is provided by qualified Early Childhood Educators as required by Provincial Day Care regulations between the hours of 7:30 a.m. and 4:30 p.m. (due to the Covid19 Pandemic)

PARENT INVOLVEMENT

We are pleased that you have chosen to bring your child to S.P.L.A.S.H. Child Enrichment Centre and sincerely hope your time with us will be a pleasant one. Staff and parents/guardians have found, from experience, that without parental involvement, we cannot achieve the quality of care we feel is desirable. The following are some ways you as a parent/guardian can become involved:

- Serving on the Board of Directors
- Serving on the Fundraising Committee
- Participating in the Annual General Meeting
- Reading and contributing to the parent bulletin board
- Joining us on field trips (when applicable)
- Staying for a while at drop off /pick up for your child (when applicable)
- Setting up your place of work for our centre to visit (when applicable)
- Collecting “beautiful junk” for us
- Contributions such as pop cans and bottles for our recycling program
- Sharing special talents/family traditions you may have (when applicable)

MOST IMPORTANT OF ALL!! Maintaining lines of communication with staff and sharing ideas, concerns and suggestions.

WE WELCOME YOUR INPUT!!

REGISTRATION AND WITHDRAWAL

Prior to your child attending S.P.L.A.S.H. CHILD CARE Enrichment Centre, a Registration Form must be filled out. Please ensure all information including medical history information, contact numbers, etc. is listed correctly and is up to date. Parents are responsible for providing copies of legal papers where necessary regarding custody. Parents must notify the centre immediately of any changes on the registration form so our records can be updated. Please see registration form for complete details. S.P.L.A.S.H. Child Enrichment Centre has a limited number of spaces available. If there are no spaces available at the time of registration, you will be subject to a waiting list.

Provincially subsidized care is available to qualifying families and application forms are available from S.P.L.A.S.H. Child Enrichment Centre or Early Learning and Child Care Program. Pre-approval of subsidy is necessary before enrolment. There is a \$40.00 registration deposit per child that is to be paid PRIOR to the enrolment date. This registration deposit will be fully refunded when your child withdraws from the centre providing there are no outstanding balances to be paid.

If your child will not be at S.P.L.A.S.H. Child Enrichment Centre you must call and let us know. Please remember that if you are subsidized you are using up your allowable absent days when you are away. If you do not show up for 10 consecutive days and we are not able to reach you we will consider that spot vacant and we will fill your spot.

NOTE: An Information Update will be requested from time to time.

If you wish to withdraw your child, 2 weeks' notice or 2 weeks fees in lieu of notice is required.

FEES (Subject to Change)

Infant -	\$28.00 per day
Preschool -	\$ 18.80 per day

All families are required to pay an **additional \$2.00 a day per child**. This amount is not covered by the subsidy program of the Manitoba Child Care Program.

Billing is done every 20 days; a schedule will be provided. Payment is required according to the PAD agreement that all families are expected to sign. Payments not received as scheduled are considered late. Late payments will be charged \$1.00 per day until the account is cleared up. If payments are not received within three weeks, you may be asked to remove your child. Special circumstances will require pre-arrangement with the Director and Administrative Assistant. All unpaid accounts will be handed over to a collection agency.

NOTE: All NSF charges will be assessed a fee of \$40.00.

HOURS OF OPERATION

S.P.L.A.S.H. Child Enrichment Centre is open from 7:30am to 4:30 pm. (Covid 19 hours) Monday to Friday.

Note: Updated hours will be posted /added to policy manual in September when school resumes.

If you are going to be late picking your child, please contact S.P.L.A.S.H. Child Enrichment Centre personnel. Parents/guardians who have not picked up their child by 4:30 will be charged a late fee as follows: \$5.00 per child for each 15 minutes past 4:30. This fee is payable immediately to the staff on duty. If not paid that day, the Director will bill that family the following day.

The following holidays will be observed by S.P.L.A.S.H.

New Year's Day	Labour Day
Louis Riel Day	Canada Day
Good Friday	Thanksgiving
August Civic Holiday	Remembrance Day*
Victoria Day	Boxing Day
	Christmas

*For any holidays falling on a Saturday or Sunday (except Remembrance Day), the following working day will be observed. In addition, S.P.L.A.S.H. may ask for a day in lieu when required to remain open on an observed holiday. S.P.L.A.S.H. will be closed one day a year for staff development. Parents will be notified in advance.

Closure due to Covid19/ Crisis Staffing Plan

The centre will make every effort to stay open without compromising the health and well being of all adults, and children. **The centre may/will close if:**

- the Executive Director and Chairperson of the Board of Directors decide that the program cannot operate in compliance with the license issued by ELCC
- the centre is instructed to do so by local authorities
- when it is determined that there is not enough staff to meet ratio in all programs.

The centre may/will :

- Alter hours(4.5 per day)
- Alternate days offered to families
- Have combined programs
- Ask staff to work a flexible schedule
- Ask parents if they can pick up their children earlier
- Cancel all field trips, and extra activities
- if the school closes the centre will also be closed.

Monitoring :

Employees are expected to observe their own health, and the health of the children in their care.

Parents/Guardians are expected to observe, and monitor the health of their children, and watch for symptoms of Covid-19

Staff will inform Executive Director, and Site Supervisor if any children, or person's in their home are showing signs/symptoms of Covid-19

Accurate records will be kept in order to report all absences of staff and children

Parents will be informed that once the centre closes it may be closed until the majority of staff are able to resume duties

ARRIVAL AND DEPARTURE

New Covid19 Protocol:

Parents/Guardians will be given a 30-minute window in which to arrive in the morning. **(parents that miss their window will need to wait in line) Arrival cut off is 9:30 am.**

McGregor location families: Tape will be placed on front sidewalk facing McGregor 6 feet apart to ensure social distancing procedures are followed **(Jumping the line, or rude remarks will not be accepted, and as a result child may be removed from the program)** Families will be called one at a time to the entry position. At this time parents/guardians will be given hand sanitizer.

will be asked a daily questionnaire, childrens temperature will also be checked during this time. Your child(ren) will then be escorted inside the building by a staff member. **No parents will be permitted inside the building at this time.**

Staff using questionnaires, and checking temperatures will use PPE equipment to ensure their safety and families safety. Other families will wait on designated social distancing lines. **Failure to follow protocols will result in denied entry to centre**

Temperatures will be checked 3 times daily: upon arrival, ½ an hour after arrival (when child settles in), and after the child wakes up from nap

Parents/Guardians ensure child is dressed in clean laundered clothes daily

Parents/Guardians ensure your child has all supplies needed to participate in the program as re-entry to bring forgotten items is not permitted, and as a result **child will be denied entry to the program that day.**

Ideally, the same parent or designated person should drop off and pick up the child every day. If possible, older people such as grandparents or those with serious underlying medical conditions should not pick up children, because they are more at risk for severe illness from Covid-19.

If your child is to be picked up by someone other than a parent/guardian, please advise S.P.L.A.S.H. Child Enrichment Centre in advance. The parents will be asked if the pickup person is designated as a pick-up person on the registration form. If not, staff will ask parents for permission to add the person to the pickup list. The families that have legal documentation for custody purposes will have to meet with the Director to discuss what the centre will do in case the noncustodial parent arrives that has not been authorized. The staff at S.P.L.A.S.H. Child Enrichment Centre are required to ask for identification from anyone who has not previously

picked up your child.

Departure times will begin at 3:30pm. Parents will line up on taped lines following social distancing protocols. Parents will call the centre when they are lined up outside. Staff will wash child's hands, gather their items, and bring outside to parents, washing hands between children. Staff will sanitize hands, and thermometer between uses.

Staff will sign your children in at arrival time/out at departure time, Splash Child Enrichment Centre will assume no responsibility for the child until signed in. Once the child has been released from our care Splash Child Enrichment Center is no longer responsible for the child. Staff will check attendance regularly for accuracy.

NOTE: We are part of a large facility, caution and care must be made to ensure the safety of your children. Splash is responsible for children in care for the times they are signed in at Splash only.

If your child is to be picked up by someone other than a parent or guardian, please advise Splash Child Enrichment Centre in advance. If this is a one-day only arrangement, approval may be verbal rather than written. The staff at Splash Child Enrichment Centre are required to ask for identification from anyone who has not previously picked up your child.

NOTE: If the pick-up person is between 12 and 18 years of age, written permission must be on file.

If your child is not picked up by 4:30 p.m., they will be held at the centre until 5:30 p.m. If staff cannot contact the parent/guardian or alternate care person. Child and Family Services will be contacted. By law, at this point in time the child would be considered abandoned.

At no time will staff release the child to any person who, in the opinion of the staff on duty, is under the influence of alcohol or drugs and possesses some potential threat to the safety of your child.

Violations to this policy will result in expulsion from S.P.L.A.S.H. Child Enrichment Centre.

MIXED AGE GROUPS

Groups of children are mixed age groups throughout the day.

Inside the Centre:

Staff then bring children to wash hands washing their hands as well

All staff, and children will be educated in proper handwashing procedure

Staff will escort child/children inside centre to lockers to put their personal items away

Lunch kits will remain in child's locker until lunch time

Staff will bring child/children to their group area (siblings will be placed in groups together so to minimize cross contamination)

Children will be given their own box of Art supplies with visual aid for younger children recognize which box is theirs
Children will be allowed to move from activity to activity. Staff will sanitize toys between uses
Toys will be washed in the sanitizer daily

Infection Prevention:

All Staff, children will be required to wash hands using proper hand washing procedures upon entering the centre, using single use towels for drying
All staff and children will be educated in proper sneezing, and coughing etiquette
Frequently touched surfaces are most likely to become contaminated, including door knobs, light switches, toilet handles, and tabletops, and must be disinfected at least 4 times per day
Increase the space between children during activities such as snack and lunch by moving or separating tables and chairs so they are farther apart
Increased frequency of cleaning schedule for toilets, toilet seats, handwashing sinks, countertop and fixtures to a minimum of once every 4 hours
When holding toddlers, use blankets or cloths over childcare providers clothing and change the blankets or cloths between children

Nap:

Those children who require naps will be given their own numbered cot
Cots will be spaced 6 feet apart
Staff rubbing backs will wear PPE
Sheets and blankets will be washed after each use, cots are sanitized after each use

Diaper Changing

Children are changed 1 at a time in the bathroom area
Change tables are sanitized between uses
Staff use PPE during diaper changing (changed between use)

INDIRECT/DIRECT SUPERVISION POLICY

No indirect supervision policy in effect during Covid 19 protocols.

The following indirect /direct supervision policy will be in effect post Covid-19: As a part of the Wolf Den curriculum to further independence children experience indirect guidance while refilling water bottles, using the washroom or retrieving items from their locker. S.P.L.A.S.H. Child Enrichment Centre bathrooms, they will be under indirect supervision. This part of the program is inclusive of all children with additional support and takes into account their developmental needs. See page 7 & 8 of the Crisis and Safety Procedure Manual for more information.

ABSENTEE/ILLNESS/SUSPENSION

When children attend S.P.L.A.S.H. Child Enrichment Centre , they should be healthy and able to participate in daily activities. If your child will not be attending, please phone

and notify staff as early as possible. If staff, children, or family members show signs of Covid-19, children will be excluded for 14 days or until the centre is presented with a copy of negative test results. Symptoms include:

- fever
- dry cough
- tiredness

Less common symptoms:

- aches and pains
- sore throat
- diarrhoea
- conjunctivitis
- headache
- loss of taste or smell
- a rash on skin, or discolouration of fingers or toes

Serious symptoms:

- difficulty breathing or shortness of breath
- chest pain or pressure
- loss of speech or movement

******* It is important to determine if these symptoms are related to a new infection or pre-existing condition, such as allergies**

Normal Temperatures:

- Mouth: 95.9-99.5 F (35.5-37.5 c)
- Underarm: (97.7-99.5F) 36.5-37.5C
- Forehead: 35.4 °C and 37.4 °C.
- Ear: 96.4-100.4F (35.8- 38C)

The child care centre will immediately separate the children, and employees who become ill while in the centre

Staff will contact parent/guardian to pick up or arrange pick up of the child

Parents/Guardians will be given a 30-minute time frame to pick up or arrange pick up for their child.

Symptomatic children are immediately separated from others in a supervised area until they can go home. In addition, where possible, anyone who is providing care to the child should maintain a distance of 6 feet.

If a 6 feet distance cannot be maintained from the ill child, at minimum the child and childcare worker should wear a surgical / procedure mask (if tolerated). To limit virus transmission

Environmental cleaning of the space the child was separated should be conducted once the child has been picked up.

All children using medications for non-pre-existing conditions will be excluded from care until they are finished taking their medications

For pre-existing conditions: i.e. asthma, allergies that require epi pen, eczema: Only prescribed medication that is in an original, labelled container with dosage instructions will be administered to the child. The parent/guardian must sign a medication form with dosage instructions. We will inform the parents if this is required. With permission we will use cornstarch powder, diaper cream, sunscreen, and Vaseline.

Absent Days: Government subsidy includes allowable absent days. If these are exceeded, the parent/guardian will be charged for each day the child is absent. Non-subsidized families will be billed for days the child is not in attendance.

****** If you or someone in your household is ill please stay home. Thank you for your patience during this stressful time. Help us keep your children safe**

MISSING CHILDREN

Staff of S.P.L.A.S.H. Child Enrichment Centre will make every possible effort to ensure the safety of all children in our care. Should a child go missing, Staff will begin implementing our Missing Child Protocol. Should the child be found the parents will be notified of the incident. Parents will be notified immediately if the child is not found and staff will also enlist the help of the local authorities. Staff will remain involved with the parent/guardians and local authorities until the child is located.

CHILD ABUSE

Every case of suspected child abuse will be reported immediately to the Director of Child and Family Services as required by the Child Welfare Act.

CLOTHING AND PERSONAL ARTICLES SNACKS AND LUNCHES

All children will be expected to participate in indoor and outdoor activities throughout the year (except in extreme weather conditions). Therefore, appropriate clothing is required. Parents/Guardians ensure child is dressed in clean laundered clothes daily. Parents/Guardians ensure your child has all supplies needed to participate in the program as re-entry to bring forgotten items is not permitted, and as a result **child will be denied entry to program that day**

Supplies Include:

Back pack or other sealable non-plastic bag
Lunch bag containing full nutritious picnic lunch(no heat ups)
Ice pack as lunches will not be placed in centre refrigerator
Full change of clothing
Indoor/outdoor shoes (preferably)
Reusable water bottle
Reusable mask(to be used for transportation purposes when social distancing measures can not be met.

NOTE: A full list of forest school supplies will be provided in the summer package closer to the start of the forest school program.

Parents/Guardians will be asked as part of daily questionnaires to show evidence of each item on the supply list. **Non-compliance with supply list will result in denied entry**

Medication at this time will be given to staff to be placed in locked medication box. **Only medication for pre-existing conditions will be permitted i.e.: asthma, epi-pen, eczema, etc./ Medications such as antibiotics, Tylenol are not permitted and children requiring these items will be asked to remain home until course of medication is complete)**

Toys from home can cause fights, bringing any toys to Splash Child Enrichment Centre is discouraged. Therefore, children are only allowed to bring toys for "Show and Tell". Aggressive toys (e.g. guns, swords, knives, etc.) are not allowed.

We are a perfume free facility; please do not wear perfumes when in our building.

Parents of infants will be required to bring all diapers and wipes.

The snacks are posted on the parent board. In order to encourage healthy eating habits, we require children to eat fruit before their dessert. Please do not send non-nutritional foods with your child such as carbonated soft drinks, potato chips, candy and chocolate bars.

Children will be placed 6 feet apart at lunch and snack tables. Tape will be placed on the table to outline where the child's space is.

All utensils and dishes will be disposable to avoid cross contamination during cleaning process

Children will be given prepackaged snacks during morning and afternoon snack 1 staff will be in the kitchen preparing snacks, and handing them out to children using serving utensils

Children are required to bring picnic lunch (no heat ups)

Tables are sanitized before, and after use

SNACKS AND LUNCHES

Nutritious snacks covering three of the four food groups are provided each day. The snacks are posted on the parent board. Parents are requested to send a healthy lunch with their child. Milk is provided during lunch and snacks. In order to encourage healthy eating habits, we require children to eat fruit before their dessert. Please do not send non-nutritional foods with your child such as carbonated soft drinks, potato chips, candy and chocolate bars.

Parents of infants will be required to bring their baby's food, formula and bottles, clearly labelled and put them in the fridge.

We are a nut free facility; please do not send nut or products containing nuts.

BED BUG POLICY

Objective: To provide a standard of practice for management, staff, parents and children of Splash Child Care and Splash Child Enrichment Centre when addressing the issue of bed bugs

Definition: Bed bugs are oval shaped insects without wings that bite at night. They prefer to feed on human blood but also bite mammals and birds. Signs of bed bugs are bites or rashes on humans especially found around the face, neck, upper torso, arms, hands; physical signs such as blood spots on furniture, bedding, carpet or walls; and the bugs themselves.

Responsibility: Centre Director, staff and parents or legal guardians

Procedure:

- Any parent or legal guardian who notices signs of bed bugs in their home or on themselves or their child; or has been in contact (through other sources) with bed bugs will notify the Executive Director or her designate
- Any employee who notices signs of bed bugs in any area of the child care centre shall promptly notify the Executive Director or her designate
- If signs of bed bugs are confirmed at the centre, the Executive Director or her designate shall promptly notify the Chairperson and families will be notified
- In the event that the staff suspect that a child has insect bites (consistent with those of bed bugs) the parents or legal guardians will be contacted to pick up their child immediately.
- Parents or legal guardians will be required to provide a doctor's note that clearly identifies whether or not the bites resemble those of bed bug bites.
- Due to a sharp increase in bed bug infestations in the Winnipeg area, we have decided that we will no longer be allow blankets, pillows, or stuffed sleepy time critters to be brought from home to the centre. We will consider exceptions for children in the infant/toddler room if sleepy time critters are deemed necessary if they can stay at the centre and are not be transferred between home and Centre. We will launder them here.
- We have stopped all pj days and ask that all children come to day care in clothes they did not sleep in. We regularly provide resource materials to family on ways to minimize the risk of bringing them home and how to detect them, as early detection is key to preventing a unmanageable infestation.
- If a diagnosis of suspected bed bug bites is confirmed by a doctor the following steps must be taken before the child can return to the centre:

ü Confirmation, in the form of a written and signed report by a certified Pest Control Company, that the premises in which the child resides or co-resides has been

inspected and found to show no signs of bed bug infestation; and or received a treatment to prevent or eliminate a bed bug infestation

- ü An expectation that all other necessary measures are taken to ensure the removal and elimination of a bed bug infestation. This includes all Public Health recommendations. Families will be provided with a list of recommended actions to take.
- ü The centre will perform a daily visual full body inspection of the child (in a respectful and discreet manner) to monitor for signs of new bites which would indicate the bed bug infestation has not yet been remediated.
- ü IF this is the case the child would be asked to leave until a second confirmation by a certified Pest Control Company can be provided.

When there is evidence of bed bugs (bites on the child) we will be expecting:

Parents to bring a set of clean clothes (just come out of the wash/dryer) in a zip lock bag

Staff will change the child into this clean set of clothes when the child arrives at the centre. Clothes that were worn from home to the centre will be placed in the laundry and put back in zip lock back in the child's locker for the next day.

The centre will not be washing clothing or any other articles belonging to the child unless live bugs are found. When the evidence of bed bugs ends this procedure will end.

For prevention sake, parents will be asked to refrain from bringing blankets, pillows, and stuffed sleepy time critters to the centre. The Infant/Toddler room will be the exception (they would be able to bring stuffed animals that will have to stay here).

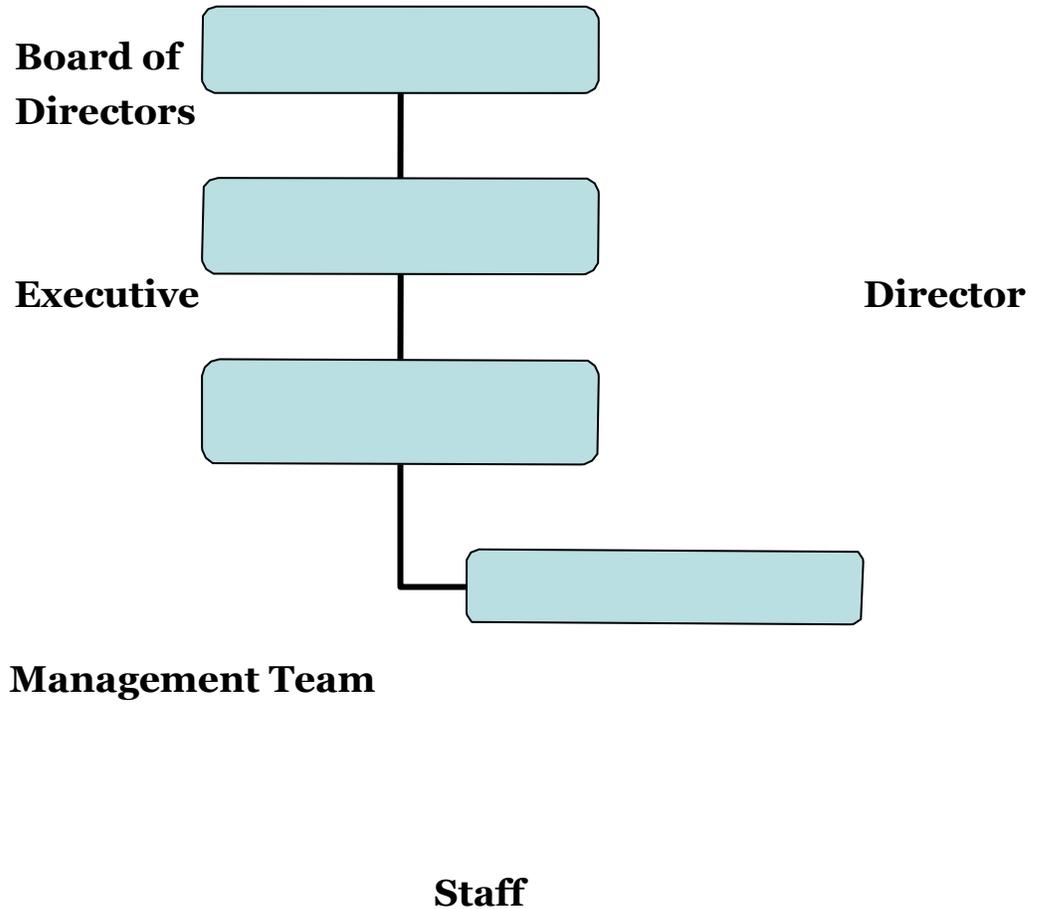
If the above measures are not taken, the Board of Directors reserves the right to discontinue care.

ANNUAL GENERAL MEETING

The annual general meeting occurs each October. Your attendance should be considered mandatory as elections for board members are held at this meeting. An annual report will also be presented summarizing the activities of S.P.L.A.S.H. for the previous year.

After the annual general meeting, board meetings are held monthly to discuss and decide on issues affecting the day care. All parents are welcome to attend these meetings as well. The date and time will be posted. There will be no board meetings in July and August.

S.P.L.A.S.H. Child Enrichment Centre ORGANIZATION



TRANSPORTATION POLICY:

The transportation policy is inclusive of all children including children with additional support needs. The policy takes into account the developmental needs of children, as well as the capabilities of all children. During COVID-19 the children are going to be wearing masks during transportation.

TRAVELLING TO AND FROM SCHOOL

If the weather is too severe for chartered school buses to pick children up for school, parents/guardians will be notified. The child/ren will remain at the centre unless their parents/guardians arrange and provide alternate pick up and drop off for school. Splash Child Enrichment Centre staff will sign children out when they are picked up by the school bus and back in the centre when the bus drops them back off.

OUTINGS

We will take advantage of nearby parks at all times. When Splash Child Enrichment Centre is planning a trip, the staff will post a sign-up sheet advising you when this will take place. In some cases, a letter will be sent home with the child notifying parents/guardians of our plans. Any outing which is planned is inclusive of all children requiring additional support.

1. A blanket permission slip is to be signed as part of the Transportation Policy to cover outings upon registration. This is found at the end of the Policy Manual.
2. Splash Child Enrichment Centre does not have extra staff to allow for a child to be excused from a field trip. If a child does not want to go on a field trip, parents/guardians will have to find alternative care or the child will have to go along.
3. When leaving the centre on outings the staff will bring the following items with them; walkie talkies, first aid bag and emergency numbers.
4. When staff are out on field trips the children will wear bright colored pinnies to be easily identified.
5. Before, during and after all outing staff ensure their ratios and numbers are correct, they regularly count face to face to ensure all children are accounted for.
6. Staff will follow all traffic laws and regulations and ensure the children are following them as well.

We will use the following means of transportation to transport children to and from activity locations. The chosen method of transport will be inclusive of all children including those with additional needs.

1. Chartered Bus - used as transportation for large group activities, i.e. farm tours, Tinkertown, etc.
2. Public Transit - used to transport children on small and large group field trips
3. Walking - used when staff and children go to activities located in the day care vicinity, i.e. local parks, swimming pools, library, etc.

ALTERNATIVE TRANSPORTATION POLICIES

- 1) Staff Private Vehicles - Private vehicles will not be used to transport children except: As an emergency vehicle on field trips
 - a) In the case of illness or accident where the child must receive immediate

medical attention

- b) With parents permission in inclement weather.
- 2) Taxi - This will be used in emergency situations only as the day care does not have adequate staffing to wait for taxis.
- 3) Ambulance - In the event of serious injury or illness, an ambulance will be called. One staff person with the child's medical information and permission to receive medical attention will accompany the child. Another staff will notify the child's parents/guardians as to the nature of the illness or accident and where the child is going.

CODE OF CONDUCT POLICY

This policy is inclusive of all children with additional support needs and takes into account the developmental needs and capabilities of all children.

Objectives

The main objectives of the Code of Conduct Policy are to maintain a child's self esteem and to promote positive socialization. To achieve these objectives the staff will employ positive discipline techniques, follow ideas presented in "Secrets of Discipline: The 12 Keys for Raising Responsible Children" by Ronald Morrish, encourage verbal self expression and re-direct children when appropriate to the situation. Where the situation dictates, the staff will move the child as a last resort.

The existence of this Code of Conduct Policy is to protect the rights and safety of everyone at Splash.

We actively strive to create an environment that supports the health, safety and well-being of the children by:

- q Having realistic and developmentally appropriate expectations for behaviour
- q Setting up the environment and materials to encourage appropriate behaviour and reduce potential for conflicts
- q Planning a program based on children's interests and developmental needs

q Establishing consistent yet flexible schedules and routines to help children gain trust, security, order and self control

Basic Rules of Behaviour

Our program is inclusive of children requiring additional supports. In order to minimize conflict and to ensure the safety, health, and human rights of others present in the centre, the following responsibilities have been established:

1. Children are not allowed to leave program facilities or designated areas without permission of staff.
2. Deliberate destruction of toys and equipment is not allowed.
3. All forms of bullying behaviour (physical, verbal, emotional, social or cyber-bullying; comments, actions or visual displays that are intentional, repetitive, and hurtful) are not allowed at Splash, including all forms of sexual, physical or psychological abuse.
4. Harassment of another person (any behaviour that degrades, demeans, humiliates, or embarrasses a person, and that a reasonable person should have known would be unwelcome) and foul language is not tolerated.
5. Discrimination against any person or group, as outlined in the Manitoba Human Rights Code, is not tolerated.
6. The centre will not tolerate weapons of any kind on its property or in its buildings – including lockers or elsewhere. Weapons are defined as any object designed to be used in combat – such as guns, knives, or any other item a person may use or intend to use as a weapon that is not normally intended to be used for that purpose - such as a bat, club, stick, etc
7. The centre will not tolerate any person who acts in a manner that puts another person at risk of harm which may or may not involve a weapon.

Positive Discipline Techniques

We utilize “Secrets of Discipline: The 12 Keys for Raising Responsible Children” by Ronald Morrish. As Early Childhood Educators, the staff of the centre attempt to minimize the effects of inappropriate behaviour by using the following keys:

Clearly stated expectations: We encourage appropriate behaviour and explain why

certain behaviours are inappropriate by using clear limits and expectations.

Teach right and wrong: We teach the child of the negative consequences of inappropriate behaviour and the ways this behaviour could affect the well-being of the child and/or others. This empowers them to learn to make the right choices for the right reasons.

Compliance training: Using small tasks that are easy to comply with, we build habits necessary for health, safety, courtesy and routines.

Direct Supervision and instruction: Rules worth having are worth enforcing. We model the behaviours we expect and persist that children do the same.

Positive Practice: Having the expected behaviour repeated until it is completed satisfactorily is called a do-over. Behaviours are learned through repetition and training. Practice the acceptable behaviour when it is not required, this will make it come naturally when it is required.

Reminders: If an inappropriate behaviour happens after it has been practiced, remind what correct behaviour is expected and later practice the behaviour again.

Expect responsibility: Build skills so that the same behaviour that occurs with supervision, happens without supervision.

Care: Treat people with respect and understand that the behaviour is the problem and NOT the person.

Genuine Empathy: Understand that mistakes happen, act courteously and with respect. Your relationship is the largest factor when using the keys.

Incentives: Reward good behaviour, but expect results. An incentive is different from a bribe, bribes can be turned down with the task, incentives are given when a task must get completed, there is no choice in compliance.

Prevention and preplanning: Set up the activity to prevent inappropriate behaviours and help to pre-plan, so expectations can be met. Choice is offered, but should be pre planned if necessary.

Commitment: Teaching skills and behaviour requires a strong commitment to the task, the expectations and most importantly the person.

We understand that it is normal for children to display inappropriate behaviour at times for a variety of reasons. The developmental level and capabilities of children will always be considered when determining both expectations for age appropriate behavior and consequences for inappropriate behaviour.

Consequences for inappropriate behaviour include:

Redirection: Offer another more appropriate behaviour or activity.

Cool Down Zone: Used when a child needs the opportunity to calm themselves away from other children and staff. After an appropriate cool down time, approximately 2-5 minutes, the staff and child will discuss the situation in a calm and rational manner or they will be asked to return to the Cool Down Zone. This is very important as a child who is still emotionally distraught may be physically or verbally **aggressive**. **Information on the “cool down zone” is available on request.**

Logical Consequence: If the above measures have not been effective, a logical consequence will be applied. The toy or activity may be taken away for a period of time from that child.

Recovery: An opportunity to recover from a situation will always be offered. Children must have a way to come back and build self esteem and trust again.

Restitution: If the rights or property of a child, staff member, or the centre have been violated, the responsible individual will be required to make amends in the restoration of property.

NOTE: Some techniques will not be useful in dealing with some children. If you have any questions or concerns about our policies and the techniques described here, please talk to the staff. On some occasions the staff will have special approval from the Manitoba Child Care Program to employ techniques which differ from this policy. This usually occurs when a particular child requires special attention and an individual behaviour plan has been made.

Serious or Continued Difficulties

Occasionally, despite all efforts, a child may experience serious or continual behaviour difficulties. If the previously outlined procedures do not produce the desired results, the following policy will be used as a last attempt to assist the child and improve on their inappropriate behaviour.

1. An informal or formal meeting that focuses on discussion of concerns, learning from the experience and understanding how to use appropriate behaviour in the future.
2. Outside resource assistance may be requested. For example, a behavioural specialist to reduce a child's inappropriate behaviour, Child and Family Services, MATC

intake referral, parenting groups, or mediation services.

3. Contact with the police and or CFS, if the alleged behaviour is against the law, such as abuse, assault or threatening another person with a weapon. Splash will implement all requirements or recommendations made by the police or CFS to ensure the safety of everyone.
4. If the inappropriate behaviour continues to exist after all procedures have been followed and exhausted, parents/guardians will be given a two (2) week notice to leave S.P.L.A.S.H. It may be that the child and our environment are not a good fit.
5. In extreme cases, immediate suspension or dismissal of a staff member or suspension or withdrawal of child care services due to inappropriate behaviour may be considered.

GUIDELINES FOR STAFF

The staff of S.P.L.A.S.H. Child Enrichment centre believes that it is important to behave toward children in a respectful and gentle manner. They will employ positive guidance techniques as described at the beginning of this policy. In their efforts to maintain a well-disciplined environment, the staff will strive to follow these guidelines when communicating with the children.

Discipline methods **not** permitted are any form of physical punishment, verbal or emotional abuse, denial of physical necessities such as food, water or toilet facilities.

Children will be physically restrained only if the behaviour poses a threat to themselves, other children, or staff members. In such a situation, a child will be restrained until the child has calmed down enough so as to not be potentially dangerous. Parents/guardians will be notified if their child's behaviour has warranted such action.

STAFF GUIDELINES FOR DISCIPLINE GUIDELINES FOR STAFF

The staff of S.P.L.A.S.H. Child Enrichment centre believe that it is important to behave toward children in a respectful and gentle manner. They will employ positive guidance techniques as described at the beginning of this policy. In their efforts to maintain a well-disciplined environment, the staff will strive to follow these guidelines when communicating with the children.

Appropriate Use of Technology

All children, families, staff and others involved in our centre must use email, electronic devices and the internet appropriately according to our policies to protect the privacy of individuals and confidentiality of information.

Boundaries

Employees/volunteers will not:

1. Engage in any activity that goes against (or appears to go against) Splash's mandate, policies or code of conduct, regardless of whether or not they are serving the organization at that moment
2. Make comments that are explicit, suggestive or overly personal
3. Engage in physical contact that violates reasonable boundaries
4. Place a child in any sort of risk of exploitation

Responsibility to report

All individuals have the responsibility to treat each other with respect, and to speak up if they or someone else is being abused, assaulted, bullied, harassed, discriminated against or at risk of harm.

The staff of Splash are committed to encouraging and cooperating with the children and families. Most often, cooperation between staff and family leads to resolution of the problem. It is important that the family and staff discuss any concerns about the child. The family is requested to let staff know of any changes occurring in the child's life.

SERIOUS OR CONTINUED DIFFICULTIES

Occasionally, despite all efforts, a child may experience serious or continual behaviour difficulties. If the previously outlined procedures do not produce the desired results, the following policy will be used as a last attempt to assist the child and improve on their inappropriate behaviour.

1. Staff will inform the child that the unacceptable behaviour has been documented. The Director, other staff, and the child will discuss the documented behaviours to see if there is a reason and possible solution.
2. The child's parents/guardians will be informed of the situation. Input from the parents/guardians will be useful in determining cause, in intervening, and in aiding with solutions. The staff and the parents/guardians may determine at this point that outside resources may be needed to assist in resolving the problem. S.P.L.A.S.H. may request the Manitoba Child Care Program to make an assessment of the situation. This would provide staff and parents/guardians with information about how better to deal with this problem.
3. At this time, a behaviour plan will be drawn up between staff, parents/guardians and the child.
4. If the inappropriate behaviour continues to exist after all procedures have been followed and exhausted, parents/guardians will be given a two (2) week notice to leave S.P.L.A.S.H. It may be that the child and our environment are not a good fit.

The staff of S.P.L.A.S.H. are committed to encouraging and cooperating with the children

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and parents/guardians. Most often, cooperation between staff and parents/guardians leads to resolution of the problem. It is important that parents/guardians and staff discuss any concerns about the child. Parents/guardians are requested to let staff know of any changes occurring in the child's life.

The existence of this Code of Conduct Policy is to protect the rights and safety of all children in the program.

S.P.L.A.S.H. Child Care and Splash Child Enrichment

Curriculum Statement

Preschool and Nursery School Programs

Working collaboratively we have created a curriculum to help our children realize their potential, grow together and make a difference. The approach we take reflects some Emergent Curriculum and Montessori Philosophy within the learning through play environment. We utilize the results of the EDI for the Point Douglas area to guide our curriculum planning so that our children will obtain the greatest benefit socially, emotionally, physically and cognitively. Our yearly goals are set together as part of our PATH which is a strategy meeting involving staff, parents, children and community members. It is posted in the centres where it can be viewed by everyone and is brought to Board and Staff meetings to insure that we are working towards meeting our yearly goals.

We believe children learn about themselves and the world around them through investigation and discovery. This is why we provide lots of free play time each day where children can explore art, science, blocks, nature, literature, music, movement and dramatic play. The Early Childhood Educators observe and record children's play. The purpose of objectively documenting the child's experiences are; (a) to deepen our understanding about how children think and develop, (b) make informed decisions when planning play areas and activities, (c) take children's feelings and play seriously and (d) to help children reflect on their experiences. This also makes learning visible to the families and the community because we post some of these notes and photos of children involved in play and activities as evidence of their progress. Play areas and activities are formed by understanding what the children need and enjoy as a result of our observations. Early Childhood Educators set up the room with toys and equipment that relate to these needs and interest. We engage children in their play by getting down to the child's level and are close by to guide children with comments and questions to help them build friendships and develop skills such as problem-solving, language and reasoning.

The schedule supports both structured and unstructured time for children to participate in play as well as staff-led activities and routines to enhance their learning and development. The structure of our daily schedule is predictable so children know what to expect, however it is flexible so we are able to make changes based on children's needs. The children can play alone in areas and in groups. Older children often help younger children master new skills in a multi age group setting. Early Childhood Educators lay out a variety of developmentally appropriate toys and materials to help children learn about their world. Great attention is given to how things look and feel. Children are encouraged to put toys away before moving onto something else which develops independence, respect and a sense of responsibility.

We work in partnership with families and form strong relationships with them by greeting them, sharing stories of their child's day and discussing issues to help support parents in their role. We invite families to take part in events and encourage them to spend time in the program which also provides an opportunity to see the skills and concepts their child is developing during play. Early Childhood Educators at Splash create an informative newsletter and share information about recent learning experiences on the message board and in curriculum binders.

The culture we are creating at Splash is one of caring. We start by our waterfall and plants at the front entrance, our calming music played throughout the centre and the use of real wood furniture and calming colours. We make it our mission to create a caring environment for the community, nature and each other. This also helps children to feel emotionally safe, comfortable and ready to learn.

We live in partnership with the community. We share the importance of community spirit in helping each other. Children visit organizations within our community and perform acts of kindness. We also encourage children to help other communities by taking on social justice issues. Splash is a very visible in the community. We are a positive force within the community. By teaching civility skills we are preparing children to be respectful members of the community.

Our interactions, play areas and activities reflect the diversity of the community we are in. As Early Childhood Educators we respectfully include all people. We also expose children to similarities and differences by providing books, toys, pictures, foods and activities from various cultures, races, ages, genders and abilities. Once a month children explore a specific culture from around the world and we provide children with information and food from that culture.

Our respect for nature is reflected in what we teach the children. We respect nature by having community gardens, recycling, composting, vermicomposting and making the centre plastic bag free. Children tend to

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pets. They also help clean up the community and leave the parks we visit clean. All who enter Splash are expected to live out our mission and values.

Lastly we believe in the power of laughter. It is infused into the learning experiences we provide but we formally set aside one a Friday a month called "Funky Friday" where everyone participates in a fun-loving activity. There is everything from glitter day, carnival fun to be your favourite cartoon character. We end up the month with laughter and good times together. From these experiences, children gain a sense of belonging, self-confidence and a joy for learning.

Splash Child Enrichment Centre

Curriculum Statement - Infant Program

Working collaboratively we have come up with a curriculum to help our infants develop and grow to their fullest potential. The approach we take not only reflects the Emergent Curriculum but also The Montessori and the Reggio Emilia Approach within the learning through play and being one with our environment. This basically means that the curriculum we provide for your children is based on their interest. It's a hands on learning approach which places an emphasis on not only independence but also freedom of choice within limits.

We use the results from the Early Development Instrument (EDI) testing, which measures for a child's readiness for school based on the Point Douglas area. This helps us further guide our curriculum planning so that your children will obtain the greatest benefits socially, emotionally, physically, and cognitively. Our yearly goals are set together as part of our PATH which is a strategy meeting involving staff, parents, children, and community members. Our PATH strategy is posted in the Centre where it can be viewed by everyone and is also brought to the Board and Staff Meetings to insure that we are working towards meeting our yearly goals.

We believe that caregiving routines such as meal times, snacks, diapering, hand washing, dressing and nap times are important learning experiences for young children thus they are a vital part of the curriculum. Here at Splash in our infant room you will find specific areas designed just for that.

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For lunch time and snacks we have an eating area where we are able to sit the children together in close proximity in order to provide opportunities for them to not only interact with the staff but also one another encouraging language and socialization to happen naturally.

When diapering children though out the day there is a separate area designed in the room specifically for this routine. In this area you will find a child sized toilet for children who are potty training, child sized stairs leading up to the diapering area and a child sized sink all of which is used not only to promote health and safety but also independence and self-care. During the dressing routine where children are getting ready to go outside they are encouraged to try to dress themselves but staff are there to assist should they require help. This not only promotes independence but also helps build their self-esteem.

Lastly at nap time after a busy morning we also have a room which is set up with individual cribs to provide the children with a clam and relaxing rest in order to promote not only comfort and security but also brain development. We feel it is important for infants to have secure attachments and that is why we recognize the importance of providing consistent staff for the infants under our care in order to build trust.

Caregiving routines help the children develop their knowledge of themselves and what they are capable of doing. Respectful caregiving is what we promote thus this means that we give our infants a chance to make choices. In order to accomplish this we talk to them and try to make each experience a pleasant one while providing the children with a safe and healthy environment which contributes to the children's wellbeing.

Children learn about themselves and the world around them through investigation and discovery. This is why we provide lots of free play time each day where children can explore a variety of activities in all the different curriculum areas. The Early Childhood Educators then objectively observes and document children's play. The purpose of this is to; (A) deepen our understanding about how and what the children think and know, (B) make informed decisions when planning areas and activities, (C) further develop the child's knowledge and (D) help children reflect on their experiences. Through documentation and displays we are able to display the learning that is taking place amongst the children and staff for families and the community. We post some of these observations and photos of children involved in play and activities as evidence of their progress. Play areas and activities are formed by understanding what the children need and enjoy as a result of our observations. Early Childhood Educators set up the room with toys and equipment that relate to the children's needs and developmental level and are close by to guide children with comments and questions to help build friendships and develop skills such as problem solving, language, and reasoning. For instance say a child was observed by staff playing with balls on a daily basis. The staff then would add items to the environment such as Styrofoam balls in the art area or different textured balls thus promoting the child to further explore and build on their knowledge of what they already know.

Our daily schedule supports both structured and unstructured time for children to participate in play and routines to help enhance their learning and development. The structure of our daily schedule is predictable so children know what to expect, however it is flexible so we are able to make changes to accommodate children's needs. For example children infants who tire easy are/ can be put for an extra within the day. Children can play alone in areas and in groups. Early Childhood Educators lay out a variety of developmentally appropriate toys and materials to help children learn about their world, great attention is given to this. Independence, respect and a sense of responsibility are learned by encouraging to put toys away before moving onto something else.

We believe in partnering with parents and work in partnership with families to form strong relationships with them by greeting them, sharing stories of their child's day and discussing issues to help support the parents role.

We invite families to take part in events and encourage them to spend time in the program which also provides an opportunity to see the skills and concepts their child is developing during play. Early Childhood Educators at Splash create an informative newsletter and share information about recent

learning experiences on the message board, daily communication, and in curriculum binders.

The culture we are creating at Splash is one of caring. We start by our waterfall and plants at the front entrance, our calming music played throughout the Centre and the real wood furniture and calming colors. We make it our mission to create a caring environment for the community and each other. This then helps children to feel emotionally safe, comfortable and ready to learn.

We live in partnership with the community. We share the importance of community spirit in helping each other. Children visit organizations within our community and preform random acts of kindness. We are a positive force and by teaching civility skills we are preparing children to be respectful members to society.

Our interactions, play areas and activities reflect the diversity of the community we are in. As Early Childhood Educators we respectfully include all people. We expose children to similarities and differences by providing books, toys, pictures, foods and activities from various cultures, races, ages, genders, and abilities. Once a month children explore a specific culture from around the world and we provide children with activities and food from that culture.

Our respect for nature is reflected in what we teach the children. We respect nature by having community gardens, recycling, composting, vermicomposting, and making the Centre plastic bag free. Children tend to pets and help clean up the community. All who entre Splash are expected to live out our mission and values.

Lastly we believe in respectful care and the power of laughter. It is infused into the learning experiences that we provide. Children are treated with respect and are given appropriate choices to encourage the development of self-esteem and the feeling of empowerment. We formally set aside one Friday a month called "Funky Friday" where everyone participates in fun loving activities thus ending the month with laughter and good times. From these experiences, children gain a sense of belonging to a group, self-confidence and a joy for learning.

MIXED AGE GROUPS

The times of the day where we have mixed age groups include the following:

7 am – 9:30 am: Ratio 1-6: The curriculum at this time is carried out in the preschool area the den and the Beaver dam and includes a variety of choices for the children to engage in which are mostly self-directed activities. Staff are there to facilitate play for all of the children. The older children mingling with the younger children allows for an opportunity where they can role model good behavior, and be a mentor to the younger ones teaching them new skills and responsibilities. It also encourages them to build on relationships and their social skills with all children that are not of the same age group as them. The curriculum at this time is inclusive of all of the children with additional supports and takes into account their developmental needs. Staff are situated around the room where they can carefully observe the behaviors and activities of the mixed age groups to ensure it is safe for all.

9:30-1:00: Children separate into 2 preschool groups of similar ages ratio: 1-8 and one toddler group ratio: 1-5

1 pm – 3:00: nap time Ratio 1-8

3:00 pm -3:30pm: snack Ratio 1- 8

3:15-4:15: Toddlers ratio 1-5: The curriculum at this time is carried out in the Beaver dam and includes a variety of choices for the children to engage in. The choices provided include self-directed activities, as well as some staff lead activities.

3:15-4:15: Preschool children ratio 1-8: The curriculum at this time is carried out in the gym/outside where a variety of activities are happening where mixed age groups have the opportunity to interact. The younger children are interacting with the older children who are assisting them, and facilitating play for them while staff oversee their interactions. At this time staff lead activities occur which encourages mixed age group interactions. The older children mentor the younger children when necessary.

4:15-5:00 : The groups switch areas toddlers in the gym and preschoolers in the den.

5:00-6:00 ratio 1-8:All children who have not been picked up yet play in the den and the meadow and in the last 30 minutes engage in quiet table top activities that encourage social interaction between the mixed age groups.

INFANT PLAN

We have two main caregivers for our six to eight infants. Thus giving infants a consistent caring adult to count on and therefore provide the opportunity for a trusting relationship to be built. We recognize that each child is unique and has their own schedule for rest, meals and short play periods. Taking this into account we meet each infants needs through offering them a variety of infant/toddler equipment and age appropriate learning experiences.

At the beginning of the day in the preschool room at approximately 7:00am-8:30am, later in the day 4:00pm to 6:00 pm evening, infants/preschoolers may be in the same area where the two groups can interact with staff guidance and supervision. By doing this we are promoting socialization, cooperation, and awareness between the age groups. While providing the Infant Plan ratios according to regulations 8(2), which are 1:4 for infants and 1:8 for preschoolers, are always maintained. Infants benefit from being round the older children who are modeling behaviors through their play.

At 8:30am, the infants will be transitioned into the Meadow for Morning snack with the preschoolers. At approximately 9:00 am the infants then transition to the infant room for a substantial portion of the day, thus allowing them with the opportunity to experience and experiment age appropriate activities. Here a staff member plans and implements developmentally appropriate experiences for infants, in accordance with the approved Infant Curriculum statement. These experiences could include working on gross motor, fine motor, and socialization and language skills.

There is a separate sleep area in the rear of the infant room. The sleep room can be used at any given time, depending on the infant/toddler individual schedule for napping. Each infant has their own crib along with their own individual blanket. In order to ensure the care giving needs of all infants are being met, the centre will practice direct supervision during nap time, provide mealtimes and diapering in the Infant Room. Direct supervision routine will look as such; two staff will be in the nap room while putting the infants to sleep. Once the eight infants are sleeping in their Infant nap area both staff will remain sitting in the infant nap area providing direct physical supervision of the eight infants To ensure the 1:4 ratio is being met the second staff will remain in the nap room until 4 infants are awake. The staff will provide a quiet activity for the children who awake until they are able to move into the playroom. Regulation 8(2) (b) staff/child ratios and direct supervision will be maintained at all time during naptime and programming hours. The infants have their two snacks and lunch in the infant room as well. The room

is equipped with small chairs with trays as well as a very low table in which chairs can be placed around that allows the infants to sit at with their feet touching the floor.

When the infants and preschoolers are combined in the mixed age group, priority will always be given to meet children's developmental needs. Toys posing choking hazard to infants will not enter the infant room. The preschoolers will be given the opportunity to choose toys to bring into the infant room that do not pose a safety risk to the infants. Activities and crafts will be implemented to meet the children's developmental level. Every effort will be made to encourage a child initiated play environment. There are a variety of activities open to the children that are geared to the health, safety and well-being of all the children.

Since the evacuation procedures do not change regardless of an infant plan or a mixed age group in effect, please refer to the safety plan regarding evacuation procedures.

Anaphylaxis Policy for Life Threatening Allergies

A child who enrolls with a life-threatening allergy, or is diagnosed with a life-threatening allergy or other condition that may require the use of an adrenaline auto-injector (epi-pen) or other specific procedure, the anaphylactic policy will be followed. A complete description of this policy can be found on pages 30-31 in the Crisis and Safety Procedure Manual posted on the bulletin board in the hallway for viewing. Upon entry to the centre, a safety plan will be discussed with the parents as to what the procedures are that the centre will follow in case of an emergency.



Inclusion Child Care Children's Support Program

Children of all abilities have equal access to and participate meaningfully in our programs. When children are together as part of the group, each child's development is enhanced and positive social attitudes are fostered. All children are expected to have equal opportunity to participate and this includes children who require additional program supports due to their specific needs.

Our high quality, inclusive program is responsive to the individual abilities and needs of each child. Play areas are arranged in a way that allows the children's abilities to be explored according to their interests and needs. Opportunities are provided for all children to learn through play with and from their peers while supported by knowledgeable early childhood educators. The interaction with peers and staff will help promote growth in all developmental areas for the children.

Some children require supports to reduce or eliminate barriers in order to take part in learning opportunities and fully engage in experiences with their peers. Our enhanced ratio and strategies are used so every child can participate.

Inclusion is more than the presence of a child with additional support needs. Genuine inclusion ensures active and meaningful participation by every child in the daily program and with one another. All of the parents of children with additional supports will be involved in the planning process for their child. The knowledge from parents and professionals linked to these children will be shared to develop the best learning experiences for them, as well as provide resources to enable staff to learn about various disabilities. How this occurs will be different for each child based on his or her individual abilities and needs. All children should be valued, have friends and feel that they belong.

A child with **additional support needs** is a child who has a physical or cognitive disability or a behavioral or emotional issue; and needs additional accommodation or support to participate in the program.

Our program strives to benefit all children.

When all children are meaningfully included, there are benefits for everyone.

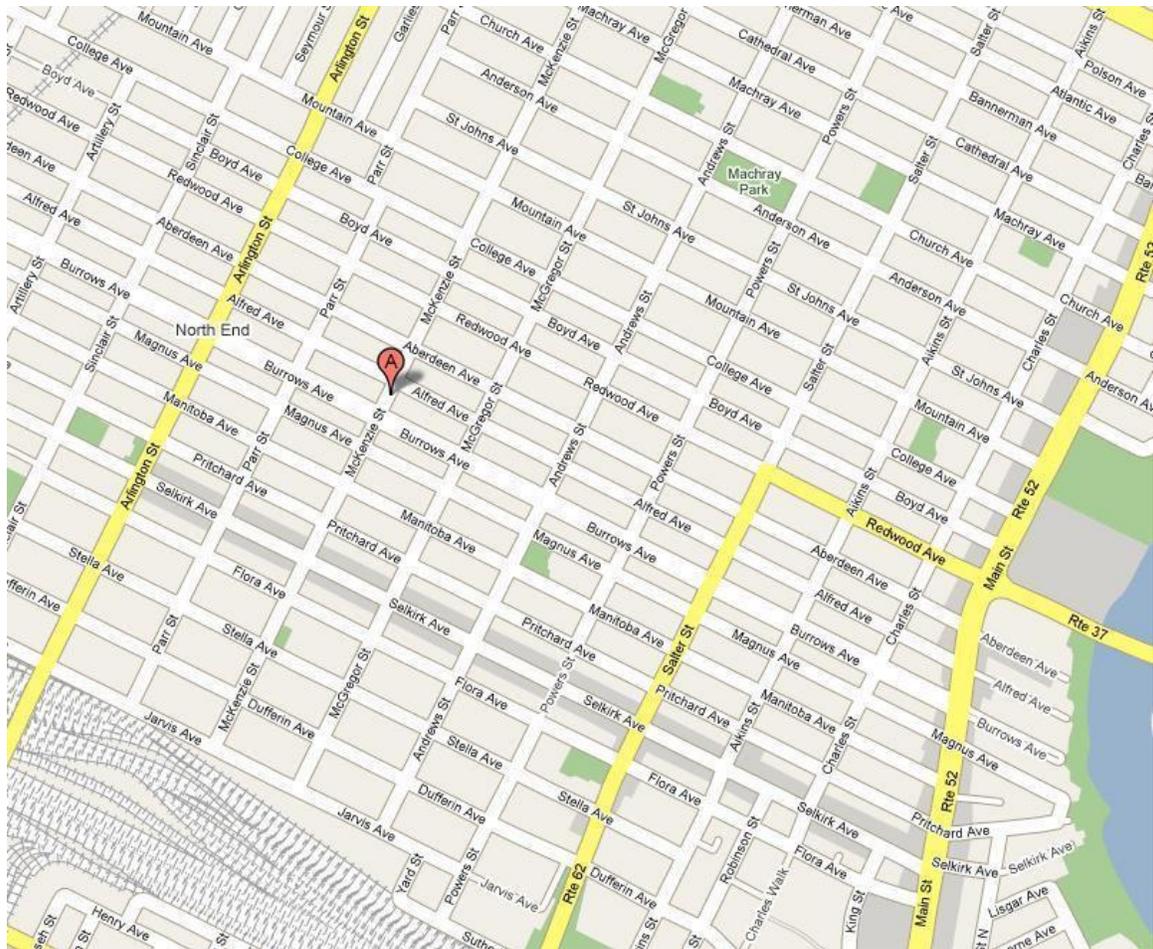
Benefits for all children:

- Enhance understanding and appreciation of individual differences
- Gain acceptance and respect for and from others
- Learn with and from one another
- Increase opportunities for socialization with peers
- Prepare for full participation in the community, including transition into the school system

Benefits for all families:

- Access to community child care facilities
- Able to pursue education, to obtain or retain employment
- Enhance understanding and appreciation of individual differences
- Learn with and from other families and early childhood professionals

Map



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